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ABSTRACT

Seventy percent of the public schools in Southwest and West Central Minnesota voluntarily participated in a study of class size and course offerings available during the 1979-1980 school year for grades 10-12. Vocational education and special education courses were not included in the study because of their cooperative nature. The size of classes tended to rise with the size of the school, but only up to a point. Only 4-6% of 1979-80 sections had over 30 students regardless of school size. Smaller than usual classes were the rule for certain subject areas (art, agriculture, industrial arts, home economics, foreign language). For all sizes of schools English and social studies/history sections tended to be larger than average. Because virtually all students took these subjects, many sections were available and administrators found the subjects easy to schedule. Schools with fewer than 600 students offered similar numbers of courses while larger schools offered more foreign language, art, and science. The information should be valuable to area educators and policy makers in providing good educational planning and services. During a time of declining enrollments and increasing costs, consideration of school and class size becomes increasingly important. (SB)

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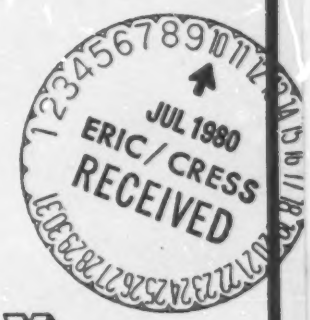

CLASS SIZE AND COURSE OFFERINGS STUDY 1979-80

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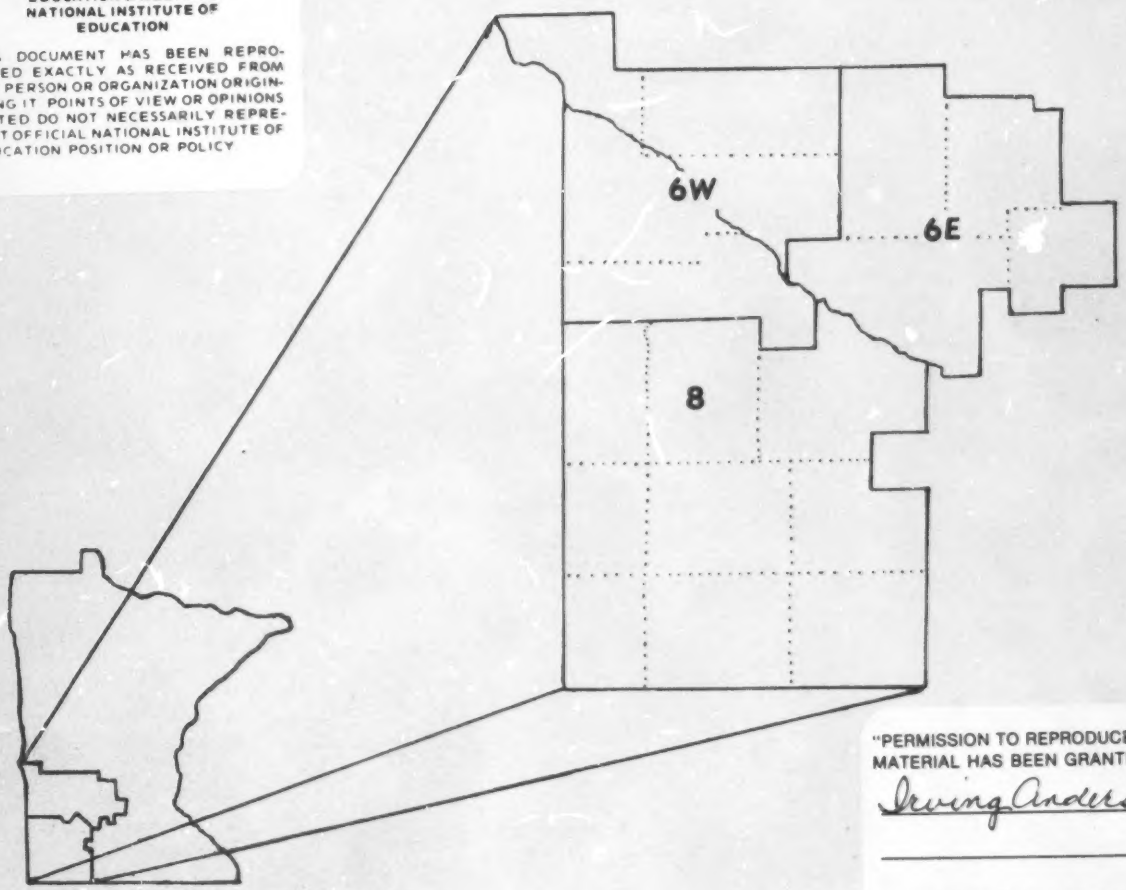

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Southwest State University

Marshall, MN 56258

May, 1980

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FORWARD

The Southwest and West Central Educational Planning Task Force has conducted a study of course offerings and class size in grades 10-12 in public school districts in Southwest and West Central Minnesota during the 1979-80 school year. This report presents the 1979-80 Class Size and Course Offerings Study in the context of current educational literature and the 1979-1983 Area-Wide Plan. This study is the first of a series of annual reports on pertinent area public school data. This research service should be of use to area educators and policy makers in providing good educational planning and services.

TABLE OF CONTENTS

Research Background . . . . . .1 - 5

Methods, Results, Discussion, Conclusion. . . . . 5 - 10

Figures. . . . . 11 - 22

Bibliography. 23

Appendix A. . . . . .24 - 25

Appendix B. . . . . .26 - 29

Appendix C. . . . . .30 - 33

1979-80 CLASS SIZE AND COURSE OFFERINGS STUDY

For decades educators and researchers have debated the optimum size of school districts and to a lesser extent, class size in order to provide economically sound, high quality educational programs. Now during a time of declining enrollments and increasing costs the discussion of school and class size becomes increasingly important.

Two major studies in school and class size helped shape dominant public opinion over the last two decades. James Bryant Conant's 1959 study on the American High School gave major impetus to early consolidation efforts.[1] In Minnesota in 1967 Otto Domian, in cooperation with the SDE, prepared a report on school reorganization that dealt with the so-called Master Plan for consolidation of the smaller high schools in rural Minnesota.[2] These studies were quickly and widely acclaimed by educational and legislative leaders. Many educational reforms were based on their research premises.

However as educational research methods have improved in quality and experimental rigor--that is the improvement of control of extraneous factors

in the process of analyzing one particular variable such as size--many of Conant's and Domian's conclusions have been found to be doubtful or in error. Dr. Jonathan Sher, Chief Education Advisor to the National Rural Center, and consultant on rural education to the National Institute of Education, analyzes the 1959 Conant Report in his 1977 book, Education in Rural America. "Conant was trying to establish the existence of a linear relationship between school size and comprehensiveness...Conant's argument is undermined by his own data. In several instances, the largest schools surveyed...were among the least comprehensive, while small school A ranked among the most comprehensive. Ironically, Conant's data persuasively demonstrate that size is a very poor predictor of comprehensiveness."[3] (Comprehensiveness of programs in Conant's study referred to a wide range of required and elective courses which met needs of all levels of student. Conant however placed an emphasis on college preparatory courses in determining comprehensiveness.)

The Minnesota Domian Report has been subjected to the same types of criticism. The Minnesota Public School Survey Committee Final Report 1977 which is "A Study of the 1968 Graduating Seniors from Schools in the State of Minnesota" by L. M. Baldwin addresses the basic assumptions of the Domian Report. Mr. Baldwin studied the relationship of success in post high school programs to the size of high school and concluded "the smaller the school from which high school students graduate, the better their chances for completing post high school programs."[4]

The debate continues. The commonly held assumption that in public high schools, bigger is better or more cost efficient, is not necessarily true and has not been demonstrated by hard research data. Economy of scale is both a simple and much abused concept. Research in educational economics tends to ignore possible "diseconomies of scale" that may offset or negate cost economies. In rural areas two factors that set rural small schools apart from urban small schools are number one, isolation and number two, pupil sparsity. As transportation costs rise these two factors will play an increasing role in determination of cost effectiveness of consolidation.

There is not an educator in the state who is not aware of the cost diseconomies of increased busing in pupil sparse areas.

Determination of the quality of education in public schools is another widely debated issue. A few generalizations exist in educational research on what true quality of education indicators are. It is generally agreed that quality indicators rest on "outputs" rather than "inputs". That is, factors such as percentage of students entering post-secondary institutions, test scores (carefully controlled for socioeconomic status and entering IQ) or percentage of students participating in co-curricular activities are considered output and reflective of the level of quality in an educational program. Number of course offerings, number of Masters degree level teachers or per pupil expenditure are input measures and have no high statistical relationship to how well students learn.[5] Therefore the figures on course offerings and class size in this study are not directly predictive of the amount and quality of education going on in each school. It is very important that educators and policy makers keep that in mind as they address the issue of school and class size.

A number of researchers are addressing the complex issue of quality of education and its relationship to class size. Smith and Glass in a 1978 study conclude "There is little doubt that, other things equal, more is learned in smaller classes."[6] Smith and Glass converted data from more than 80 studies into one pool to reach their conclusion. Educational Research Service (ERS) concluded after examining hundreds of class size studies that "while the graphs show a relationship between class size and achievement or attitudes, the impact is not great unless the class is very small (under 15) or very large (over 40)."[7] They found class size to be not an isolated factor but related to subject area, the goals of the class, instructional methods and other variables.

As for number of course offerings and relationship to output factors (quality indicators) Barker and Gump in their 1964 book, Big School, Small School demonstrated that although there were more course offerings in the large schools,

large school students participated in fewer classes and in lesser variety than small school students. As for participation of students in co-curricular activities, Barker and Gump state "the actual proportion of students who can participate in the essential activities that support the academic program, quality of involvement and satisfaction with that involvement clearly favors the small school."[8] Co-curricular participation in SW/WC Minnesota schools seems to support their thesis. As discussed in the EPTF 1979-83 Area-Wide Plan, "schools with a student enrollment of 600 or less have the highest percentage of participation in extra-curricular activities. It also appears that as the school district's size increases the amount of student participation decreases. A family-like atmosphere with high school student involvement contributes to the self-image of the students and their general psychological stability."[9] (see table below)

SCHOOL DISTRICT SIZE (K-12)

VERSUS STUDENT PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES (7-12)

K-12 School Enrollment	126-300	301-600	601-1000	1001-2000	2001-4018
Number of School Per Grouping	19	39	12	13	4
Average Participants In Extra-Curricular Activities (7-12)	85.1%	86.6%	79.6%	73.1%	62.8%

(Reprinted from 1979-83 Area-Wide Plan, page 22)

The SW/WC EPTF hopes this research service will be of use to area educators and policymakers, so that educational change can be made that is necessary and positive, not just possible. The following statement is taken from the summary of the Aspen Institute for Humanistic Studies' 1975 workshop on "The Social Context

of Educational Policy." It reflects the concerns of area schools as voiced in the Area-Wide Plan.

"In educational policy emphasis should be placed on improved decentralized planning (which would best preserve the potential for innovation and flexibility in a period of decline), accompanied by more systematic communication among different groups of policy-makers at the local, state and federal level."[10]

METHODS AND RESULTS

This report describes class size and course offerings statistics for grades 10-12 in 61 of the 87 public schools in the SW/WC ECSU area (70%). Schools participated in the study on a voluntary basis. Figure 1 is a list of school districts included in the current study. The data is limited to grades 10-12 because of the number of electives offered to these grades as compared to other levels and to make the data more easily managed during this first year of class size research. (See Appendix A for list of Minnesota minimum requirements for grades 10-12.) Future research will expand to other levels as necessary and useful.

Data Gathering. Each Superintendent of Schools received a request for class size data, in the form of a Master Schedule including the following information:

a. Course offerings by grade and number of sections
b. Number of students in each section
c. Number of teachers in each section
d. Number of aides in each section (certified; noncertified)
e. Length of course (1 yr., ½ yr., 5 days, 3 days, 1 hr., 2 hrs. etc.)
(See Appendix B for text of data request and followup)

In most cases the school staff member responsible for scheduling became the school contact person and provided any additional information needed. Choice of that contact person was left to the Superintendent.

Data Tabulation. The format chosen to tally the data as it was received was used by the State Planning Agency in their planning assistance manual entitled Managing School Districts with Declining Enrollments. By using a tabulation

method demonstrating the concentration of class size groupings, some problems stemming from using averages to describe class size can be avoided. For example in most cases a mean or median class size within a group would be lower than the most frequently appearing number (mode). None of the averages would accurately describe the concentration and could be misleading.

The format was adapted by adding a column before each subject area indicating number of separate courses offered by the school in each area. Subject categories were adapted to fit local course offerings. Universally required subjects were listed in the top three positions with electives in the remaining positions. (See Figure Two for complete adapted format.)

Rules for tabulating the data were developed to insure standard procedure in tabulation across districts. All tabulations were done by one scorer. After tabulation of the data, the tally sheets were returned to each school district for review and correction. Retabulations or corrections requested by the school districts were completed and tally sheets were marked corrected and final.

Because of the great amount of educational cooperation already occurring among the SW and WC schools, some educational services tend to be more often than not provided on a cooperative basis. Secondary Special Education and Vocational Education are two educational areas that in many districts are provided on a cooperative basis. Because of the extent of cooperation in these areas, individual school data is misleading as to actual class sizes. Therefore data from Special Education and Vocational Education were not included in this study. (See Appendix C for other data tabulation rules.)

Data Analysis. Columns were totaled and percentages and cumulative percentages computed for each school district. Schools were then sorted into school district size categories as were used in the 1979-83 Area-Wide Plan (Figure Three). Area-wide Plan categories were used to facilitate comparison to existing data and to provide smaller breakdowns at the lower end of the enrollment scale where most

SW/WC schools lie.* (See note below)

Totals and percentages within each subject and class size area and overall totals and percentages were made within each district size category and are presented in Figures Four - Eight. Other breakdowns of data in Figures Four - Eight are presented in Figures Nine - Twelve. Figures Four - Twelve are discussed in the discussion section.

Limitations of the Data. Differences among and between schools in course offerings and class size are the result of a multitude of complex variables. For example in this system of tallying no weighting system is used for year vs. part year courses. Since some schools offer quarter by quarter options to fill one year's requirement in, for example English, and others offer one standard year long course that may cover the same material, no direct comparisons can be made without further information. Other differences may reflect educational philosophy, school organization, and other variables not easily quantified.

The purpose of this study is to describe the current course offering and class size statistics and cannot be used by itself for projective purposes. As part of an annual data gathering process this data should provide excellent baseline information to assist local educators in doing effective educational planning. Since individual district data as reported solely for the current year in this study is of highest usefulness for educational planning within each given district; and because of the limitations of this data in inter-district comparison in terms of cause and effect relationships, no individual district data is

*Note: (Size of school is based on 1978-79 total enrollment figures for two reasons: 1) to make the size groupings constant with the groupings in the Area-Wide Plan and 2) State Department of Education figures on total enrollment are not available for 79-80 until late Spring 1980. Future studies may wish to emphasize a request for total enrollment figures on the data request to individual schools. Although course offerings are planned before final enrollment for the school year is determined, actual class size in any given year is directly related to actual enrollment in that year and not the previous year's figures as are used in these categories.)

recorded here. Each district's data will be available in the ECSU school district file. It is accessible, along with other district information, to local district personnel, educational planners and other interested persons. As new data is gathered, this study should form an excellent data base. Individual district data will be easily accessible for comparison purposes at that time.

DISCUSSION.

Figures Four through Eight show the distribution of class size overall for each of the school size groupings. They list both the total number of sections per subject in each class size grouping as well as the percentage of sections per subject in each class size grouping. Totals for each column of class size are computed, and in Figure Nine are arranged across school size groupings for ease of comparison. Selected subjects are arranged across schools and higher or lower class size in Figures Ten and Eleven. Figure Twelve lists the average number of course offerings per subject across school size groupings. Please note limitations of the data as described at the bottom of Figure Twelve and on Page 7.

This study describes the current class size and course offering data in the 61 schools in this study. A few conclusions can be made about class size and course offerings in those Southwest/West Central Minnesota schools.

(1) As school size increases, class size tends to increase, up to a point. Only 4 to 6% of class sections are over 30 in number in all school size categories. In other words, there are very few unusually large classes in any of the school size categories. (Figures Four through Nine.)

(2) Some subject areas tend to contain smaller than average classes in all school size categories: agriculture, art, industrial arts, home economics, and foreign language. (Figure Ten.) In other words, there seems to be subjects that by nature of their content or instructional needs tend to be attended by smaller groups of students per section.

(3) English and social studies/history sections in all school size categories tend toward larger classes than average for each school size category. (Figure Eleven.) Class size in these subjects tends to be total number of students per grade divided into 1, 2, 3 or more sections depending on the size of school. Since all students must attend some of these classes (See Appendix A for requirements) and subject content and presentation do not negate larger classes, the sections become the size most easily scheduled for administrative purposes.

(4) In the number of course offerings, the lower two school size categories are very similar. (Figure Twelve.) The larger schools offer more foreign language, science and art than the smaller schools but the increase is not proportionate to school size increase. The range is not so great between larger and smaller schools in industrial arts, home ecomomics and agriculture. (It is very important to emphasize the limitations of the data in the course offering table. Since larger schools tend to more often list quarter by quarter options to fill a year of science or English course, whereas smaller schools tend to more often list yearly blocks of science or English, these numbers are a very general indication of the actual variety of course content across the school size groupings.)

CONCLUSION.

This study describes the current class size and course offerings status in Southwest and West Central Minnesota. As part of the continuing

informational effort on the part of the Southwest and West Central Educational Planning Task Force this study should help educators and other interested persons better understand the complex picture of the public schools in the eighteen counties in this area.

Figure One

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

School Districts Participating in 1979-80 Study*

Number	Name	1978-79 Enroll.	Number	Name	1978-79 Enroll.
789	Appleton	855	670	Luverne	1487
057	Beardsley	189	669	Magnolia	149
371	Bellingham	260	128	Milan	285
777	Benson	1560	635	Milroy	228
513	Brewster	280	129	Montevideo	1833
421	Brownton	394	636	Morgan	360
647	Buffalo Lake	356	652	Morton	299
891	Canby	996	345	New London/Spicer	1258
892	Clarkfield	510	653	Olivia	795
058	Clinton	254	062	Ortonville	975
378	Dawson/Boyd	812	583	Pipestone	1579
893&896	Echo - Wood Lake	392**	346	Raymond	374
463	Eden Valley/Watkins	1010	637	Redwood Falls	1552
581	Edgerton	288	418	Russell	250
514	Ellsworth	315	584	Ruthton	318
650	Franklin	187	655	Sacred Heart	307
505	Fulda	803	638	Sanborn	330
060	Graceville	428	425	Silver Lake	406
894	Granite Falls	1020	328	Sioux Valley	219
464	Grove City	393	504	Slayton	1057
651	Hector	567	426	Stewart	306
330	Heron Lake/Okabena	550	178	Storden/Jeffers	459
671	Hills/Beaver Creek	489	417	Tracy	1125
423	Hutchinson	2495	409	Tyler	504
403	Ivanhoe	416	408	Verdi	126
324	Jackson	1241	640	Wabasso	784
582	Jasper	405	641	Walnut Grove	350
404	Lake Benton	387	347	Willmar	4018
325	Lakefield	566	177	Windom	1598
633	Lamberton	471	518	Worthington	2736
424	Lester Prairie	502			

*This list is not a complete list of those schools cooperating but only a list of schools with complete verfied data at the time of report tabulation.

**Echo and Wood Lake, grades 10-12, share a common program; therefore, the combined total enrollment figure for the two schools reflect the school population from which grades 10-12 students are drawn.

15-A

Figure Two

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Individual District Data Tabulation Format

SENIOR HIGH CLASS SIZE, SCHOOL DISTRICT

		Class Size						
	Subject	1-15	16-20	21-25	26-30	31-35	Over 35	TOTAL
C	English							
O	Soc.Stud./							
U	History							
R	Health/PE							
S	Speech							
E	For.Lang.							
	Math							
O	IA							
F	Home Ec.							
F	Music							
E	Ag.							
R	Science							
I	Bus. Ed.							
N	Art							
G	Elective PE							
S								
	TOTAL							
	PERCENT							
	CUMULATIVE PERCENTILE							

District Student Population
Senior High Population (10-12)
Grade 10
Grade 11
Grade 12

Figure Three

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

School District Size Categories*

TOTAL ENROLLMENT**

300 and Under	301-600	601-1000	1001-2000	Over 2000
Beardsley	Brownton	Appleton	Benson	Hutchinson
Bellingham	Buffalo Lake	Canby	Eden Valley/ Watkins	Willmar
Brewster	Clarkfield	Dawson/Boyd	Granite Falls	Worthington
Clinton	Echo/Wood Lake	Fulda	Jackson	N=3
Edgerton	Ellsworth	Olivia	Luverne	
Franklin	Graceville	Ortonville	Montevideo	
Magnolia	Grove City	Wabasso	New London/ Spicer	
Milan	Hector		Pipestone	
Milroy	Heron Lake/ Okabena	N=7	Redwood Falls	
Morton	Hills/Beaver Creek		Slayton	
Sioux Valley	Ivanhoe		Tracy	
Verdi	Jasper		Windom	
	Lake Benton			
N=12	Lakefield		N=12	
	Lamberton			
	Lester Prairie			
	Morgan			
	Raymond			
	Russell			
	Ruthton			
	Sacred Heart			
	Sanborn			
	Silver Lake			
	Stewart			
	Storden/ Jeffers			
	Tyler			
	Walnut Grove			
	N=27			

*This list is not a complete list of those schools cooperating, but only a list of schools with complete verified data at the time of report tabulation.

**Based on 1978-79 SDE Figures

Figure Four

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Percentages of Distribution of Class Size as a Function of Total Enrollment
300 and Under: N=12 Schools

(Key: total # sections / percent *)

average number of course offerings (total) (÷) (N)		Subject	Class Size 1-15	16-20	21-25	26-30	31-35	over 35	Total
	3.6	English	19 / 42%	13 / 29%	9 / 20%	4 / 9%	0 / 0	0 / 0	45
	4.1	Soc.Stud./ History	23 / 45%	13 / 25%	9 / 18%	6 / 12%	0 / 0	0 / 0	51
	1.1	PE/Health	4 / 24%	6 / 35%	1 / 6%	5 / 29%	1 / 6%	0 / 0	17
	0.5	Speech	4 / 44%	3 / 33%	2 / 22%	0 / 0	0 / 0	0 / 0	9
	0.4	For.Lang.	4 / 100%	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	4
	3.5	Math	37 / 84%	6 / 14%	0 / 0	1 / 2%	0 / 0	0 / 0	44
	2.1	Ind.Arts	21 / 84%	4 / 16%	0 / 0	0 / 0	0 / 0	0 / 0	25
	3.2	Home Ec.	32 / 84%	3 / 8%	3 / 8%	0 / 0	0 / 0	0 / 0	38
	1.4	Music	1 / 6%	2 / 11%	3 / 17%	2 / 11%	3 / 17%	7 / 39%	18
	2.3	Ag	25 / 86%	3 / 10%	1 / 3%	0 / 0	0 / 0	0 / 0	29
	3.1	Science	25 / 63%	11 / 28%	2 / 5%	1 / 3%	1 / 3%	0 / 0	40
	4.2	Bus. Ed.	39 / 68%	14 / 25%	2 / 4%	2 / 4%	0 / 0	0 / 0	57
	0.6	Art	4 / 57%	3 / 43%	0 / 0	0 / 0	0 / 0	0 / 0	7
	0.5	Elective PE	5 / 71%	2 / 29%	0 / 0	0 / 0	0 / 0	0 / 0	7
		TOTAL	243	83	32	21	5	7	391
		PERCENT	62%	21%	8%	5%	1%	2%	
		CUMULATIVE %	62%	83%	91%	96%	97%	99%	

(*figures may not total 100% due to rounding)

Figure Five

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Percentages of Distribution of Class Size as a Function of Total Enrollment
301-600: N=27 Schools

(Key: total # sections / percent *)

average number of course offerings (total) (±) (N)		Class Size 1-15	16-20	21-25	26-30	31-35	over 35	Total
	Subject							
4.3	English	39 / 22%	52 / 30%	48 / 27%	31 / 18%	5 / 3%	1 / 1%	176
3.6	Soc.Stud./ History	32 / 21%	42 / 28%	45 / 30%	26 / 17%	4 / 3%	2 / 1%	151
1.1	PE/Health	3 / 6%	15 / 31%	17 / 35%	12 / 24%	1 / 2%	1 / 2%	49
0.6	Speech	13 / 54%	5 / 21%	6 / 25%	0 / 0	0 / 0	0 / 0	24
0.4	For.Lang.	7 / 70%	3 / 30%	0 / 0	0 / 0	0 / 0	0 / 0	10
3.6	Math	74 / 61%	27 / 22%	17 / 14%	4 / 3%	0 / 0	0 / 0	122
2.4	Ind.Arts	64 / 75%	15 / 18%	5 / 6%	1 / 1%	0 / 0	0 / 0	85
3.3	Home Ec.	75 / 71%	21 / 20%	7 / 7%	1 / 1%	0 / 0	2 / 2%	106
1.6	Music	5 / 9%	0 / 0	1 / 2%	4 / 7%	4 / 7%	40 / 74%	54
2.1	Ag	39 / 64%	19 / 31%	3 / 5%	0 / 0	0 / 0	0 / 0	61
3.1	Science	50 / 44%	38 / 34%	19 / 17%	6 / 5%	0 / 0	0 / 0	113
4.1	Bus. Ed.	69 / 48%	32 / 22%	33 / 23%	11 / 8%	0 / 0	0 / 0	145
1.6	Art	35 / 61%	17 / 30%	5 / 9%	0 / 0	0 / 0	0 / 0	57
0.3	Elective PE	4 / 40%	5 / 50%	1 / 10%	0 / 0	0 / 0	0 / 0	10
	TOTAL	509	291	207	96	14	46	1163
	PERCENT	44%	25%	18%	8%	1%	4%	
	CUMULATIVE %	44%	69%	87%	95%	96%	100%	

(*figures may not total 100% due to rounding)

Figure Six

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Percentages of Distribution of Class Size as a Function of Total Enrollment
601-1000: N=7 Schools

(Key: total # sections / percent *)

average number of course offerings (total) (÷) (N)	Subject	Class Size 1-15	16-20	21-25	26-30	31-35	over 35	Total
7.9	English	28 / 22%	34 / 27%	48 / 38%	18 / 14%	0 / 0	0 / 0	128
6.3	Soc.Stud./ History	15 / 13%	26 / 22%	38 / 33%	34 / 29%	3 / 3%	0 / 0	116
1.0	PE/Health	0 / 0	3 / 15%	4 / 20%	6 / 30%	4 / 20%	3 / 15%	20
2.0	Speech	8 / 44%	5 / 28%	4 / 22%	1 / 6%	0 / 0	0 / 0	18
1.4	For.Lang.	6 / 50%	3 / 25%	1 / 8%	2 / 17%	0 / 0	0 / 0	12
5.9	Math	32 / 55%	13 / 22%	10 / 17%	2 / 3%	1 / 2%	0 / 0	58
5.6	Ind.Arts	34 / 61%	20 / 36%	2 / 4%	0 / 0	0 / 0	0 / 0	56
6.6	Home Ec	35 / 51%	26 / 38%	7 / 10%	0 / 0	0 / 0	0 / 0	68
2.6	Music	5 / 23%	0 / 0	2 / 9%	1 / 5%	2 / 9%	12 / 55%	22
4.9	Ag	32 / 78%	7 / 17%	1 / 2%	1 / 2%	0 / 0	0 / 0	41
4.3	Science	14 / 26%	21 / 40%	13 / 25%	5 / 9%	0 / 0	0 / 0	53
8.4	Bus.Ed.	37 / 37%	38 / 38%	20 / 20%	5 / 5%	1 / 1%	0 / 0	101
2.6	Art	23 / 79%	4 / 14%	2 / 7%	0 / 0	0 / 0	0 / 0	29
0.9	Elective PE	2 / 25%	0 / 0	4 / 50%	2 / 25%	0 / 0	0 / 0	8
	TOTAL	271	200	156	77	11	15	730
	PERCENT	37%	27%	21%	11%	2%	2%	
	CUMULATIVE %	37%	64%	85%	96%	98%	100%	

(*figures may not total 100% due to rounding)

Figure Seven

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Percentages of Distribution of Class Size as a Function of Total Enrollment
1001-2000: N=12 Schools

(Key: total # sections / percent *)

average number of course offerings (total) (÷) (N)	Subject	Class Size 1-15	16-20	21-25	26-30	31-35	over 35	Total
9.3	English	45 / 17%	55 / 21%	89 / 34%	62 / 24%	12 / 5%	0 / 0	263
9.2	Soc.Stud./ History	31 / 11%	41 / 14%	109 / 37%	92 / 31%	20 / 7%	1 / 0	294
1.6	PE/Health	7 / 10%	11 / 15%	29 / 40%	12 / 17%	4 / 5%	9 / 13%	72
2.2	Speech	14 / 25%	11 / 20%	20 / 36%	8 / 15%	2 / 4%	0 / 0	55
2.9	For.Lang.	32 / 67%	8 / 17%	3 / 6%	4 / 8%	1 / 2%	0 / 0	48
6.8	Math	40 / 28%	35 / 25%	26 / 18%	33 / 23%	7 / 5%	0 / 0	141
6.3	Ind.Arts	56 / 42%	59 / 45%	17 / 13%	0 / 0	0 / 0	0 / 0	132
6.5	Home Ec	44 / 41%	38 / 36%	23 / 21%	2 / 2%	0 / 0	0 / 0	107
2.8	Music	4 / 11%	1 / 3%	2 / 6%	2 / 6%	3 / 9%	23 / 66%	35
5.6	Ag	49 / 57%	22 / 26%	13 / 15%	2 / 2%	0 / 0	0 / 0	86
6.5	Science	36 / 24%	45 / 30%	45 / 30%	24 / 16%	1 / 1%	0 / 0	151
8.0	Bus.Ed.	59 / 29%	53 / 26%	44 / 22%	35 / 17%	11 / 5%	0 / 0	202
4.0	Art	29 / 42%	20 / 29%	13 / 19%	5 / 7%	2 / 3%	0 / 0	69
1.0	Elective PE	13 / 39%	6 / 18%	8 / 24%	5 / 15%	1 / 3%	0 / 0	33
	TOTAL	459	405	441	286	64	33	1688
	PERCENT	27%	24%	26%	17%	4%	2%	
	CUMULATIVE %	27%	51%	77%	94%	98%	100%	

(*figures may not total 100% due to rounding)

Figure Eight

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Percentages of Distribution of Class Size as a Function of Total Enrollment over 2000: N=3 Schools

(Key: total # sections / percent *)

average number of course offerings (total) (±) (N)	Subject	Class Size 1-15	16-20	21-25	26-30	31-35	over 35	total
11.7	English	8 / 8%	33 / 33%	33 / 33%	23 / 23%	2 / 2%	0 / 0	99
10.7	Soc.Stud./ History	6 / 6%	13 / 14%	32 / 34%	36 / 38%	8 / 8%	0 / 0	95
1.0	PE/Health	0 / 0	0 / 0	2 / 8%	22 / 88%	1 / 4%	0 / 0	25
4.7	Speech	6 / 21%	13 / 46%	8 / 29%	1 / 4%	0 / 0	0 / 0	28
6.0	For.Lang.	12 / 46%	7 / 27%	5 / 19%	2 / 8%	0 / 0	0 / 0	26
7.7	Math	9 / 16%	10 / 18%	19 / 33%	19 / 33%	0 / 0	0 / 0	57
6.0	Ind. Arts	14 / 48%	14 / 48%	1 / 3%	0 / 0	0 / 0	0 / 0	29
5.7	Home Ec	10 / 33%	11 / 37%	5 / 17%	4 / 13%	0 / 0	0 / 0	30
5.3	Music	4 / 31%	1 / 8%	1 / 8%	0 / 0	0 / 0	7 / 54%	13
6.0	Ag	15 / 65%	6 / 26%	2 / 9%	0 / 0	0 / 0	0 / 0	23
10.7	Science	19 / 28%	18 / 26%	14 / 20%	17 / 25%	1 / 1%	0 / 0	69
10.0	Bus.Ed.	10 / 16%	17 / 27%	15 / 23%	15 / 23%	7 / 11%	0 / 0	64
5.7	Art	11 / 39%	11 / 39%	6 / 21%	0 / 0	0 / 0	0 / 0	28
1.0	Elective PE	2 / 20%	3 / 30%	3 / 30%	2 / 20%	0 / 0	0 / 0	10
	TOTAL	126	157	146	141	19	7	596
	PERCENT	21%	26%	24%	24%	3%	1%	
	CUMULATIVE %	21%	47%	71%	95%	98%	99%*	

(*figures may not total 100% due to rounding)

Figure Nine

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Pertentages of Distribution of Class Size as a Function of School Size

No.of Schools	School Size	Class Size 1-15	16-20	21-25	26-30	31-35	over 35
N = 12	300 & Under						
	PER CENT	62	21	8	5	1	2
	CUMULATIVE % *	62	83	91	96	97	99
N = 27	301-600						
	PER CENT	44	25	18	8	1	4
	CUMULATIVE %	44	69	87	95	96	100
N = 7	601-1000						
	PER CENT	37	27	21	11	2	2
	CUMULATIVE %	37	64	85	96	98	100
N = 12	1001-2000						
	PER CENT	27	24	26	17	4	2
	CUMULATIVE %	27	51	77	94	98	100
N = 3	OVER 2000						
	PER CENT	21	26	24	24	3	1
	CUMULATIVE %	21	47	71	95	98	99

(* total may not equal 100% due to rounding)

Figure Ten

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Percentage of Distribution of Class Size as a Function of Selected Subject Area

Low Class Size Subject Areas Across School Size

FOREIGN LANGUAGE

	Class Size					
School Size	1-15	16-20	21-25	26-30	31-35	Over 35
300 and Under	100%	0	0	0	0	0
301 - 600	70%	30%	0	0	0	0
601 - 1000	50%	25%	8%	17%	0	0
1001 - 2000	67%	17%	6%	8%	2%	0
Over 2000	46%	27%	19%	8%	0	0

INDUSTRIAL ARTS

	Class Size					
School Size	1-15	16-20	21-25	26-30	31-35	Over 35
300 and Under	84%	16%	0	0	0	0
301 - 600	75%	18%	6%	1%	0	0
601 - 1000	61%	36%	4%	0	0	0
1001 - 2000	42%	45%	13%	0	0	0
Over 2000	48%	48%	3%	0	0	0

HOME ECONOMICS

	Class Size					
School Size	1-15	16-20	21-25	26-30	31-35	Over 35
300 and Under	84%	8%	8%	0	0	0
301 - 600	71%	20%	7%	1%	0	2%
601 - 1000	51%	38%	10%	0	0	0
1001 - 2000	41%	36%	21%	2%	0	0
Over 2000	33%	37%	17%	13%	0	0

AGRICULTURE

	Class Size					
School Size	1-15	16-20	21-25	26-30	31-35	Over 35
300 and Under	86%	10%	3%	0	0	0
301 - 600	64%	31%	5%	0	0	0
601 - 1000	78%	17%	2%	2%	0	0
1001 - 2000	57%	26%	15%	2%	0	0
Over 2000	65%	26%	9%	0	0	0

ART

	Class Size					
School Size	1-15	16-20	21-25	26-30	31-35	Over 35
300 and Under	57%	43%	0	0	0	0
301 - 600	61%	30%	9%	0	0	0
601 - 1000	79%	14%	7%	0	0	0
1001 - 2000	42%	29%	19%	7%	3%	0
Over 2000	39%	39%	21%	0	0	0

Figure Eleven

GRADES 10-12 CLASS SIZE CONCENTRATION & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Percentage of Distribution of Class Size as a Function of Selected Subject Area

High Class Size Subject Areas Across School Size

ENGLISH

	Class Size					
School Size	1-15	16-20	21-25	26-30	31-35	Over 35
300 and Under	42%	29%	20%	9%	0	0
301 - 600	22%	30%	27%	18%	3%	1%
601 - 1000	22%	27%	38%	14%	0	0
1001 - 2000	17%	21%	34%	24%	5%	0
Over 2000	8%	33%	33%	23%	2%	0

SOCIAL STUDIES/HISTORY

	Class Size					
School Size	1-15	16-20	21-25	26-30	31-35	Over 35
300 and Under	45%	25%	18%	12%	0	0
301 - 600	21%	28%	30%	17%	3%	1%
601 - 1000	13%	22%	33%	29%	3%	0
1001 - 2000	11%	14%	37%	31%	7%	0
Over 2000	6%	14%	34%	38%	8%	0

Figure Twelve

GRADES 10-12 CLASS SIZE CONCENTRATIONS & COURSE OFFERINGS

IN SW & WC MINNESOTA PUBLIC SCHOOLS

Average Number of Course Offerings Per Subject as a Function of Size of School*

	N=12	N=27	N=7	N=12	N=3
	School Size				
Subject	300 & Under	301-600	601-1000	1001-2000	OVER 2000
English	3.6	4.3	7.9	9.3	11.7
Soc.Stud./ History	4.1	3.6	6.3	9.2	10.7
PE/Health	1.1	1.1	1.0	1.6	1.0
Speech	0.5	0.6	2.0	2.2	4.7
For. Lang.	0.4	0.4	1.4	2.9	6.0
Math	3.5	3.6	5.9	6.8	7.7
Ind. Arts	2.1	2.4	5.6	6.3	6.0
Home Ec.	3.2	3.3	6.6	6.5	5.7
Music	1.4	1.6	2.6	2.8	5.3
Agriculture	2.3	2.1	4.9	5.6	6.0
Science	3.1	3.1	4.3	6.5	10.7
Bus. Ed.	4.2	4.1	8.4	8.0	10.0
Art	0.6	1.6	2.6	4.0	5.7
Elective PE	0.3	0.9	1.0	1.0	1.0

*Limitations of the Data: Differences among and between schools in course offerings and class size are the result of a multitude of complex variables. For example, in this system of tallying no weighting system is used for year vs. part year courses. Since some school offer quarter by quarter options to fill one year's requirement in, for example English, and others offer one standard year long course that may cover the same material, no direct comparison can be made without further information. Other differences may reflect educational philosophy, school organization, and other variables not easily quantified. (See Page 7.)

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APPENDIX A

Donald Johansen, Supervisor
Secondary Education
State Department of Education

Minnesota Secondary Schools Graduation/Credit Policy Survey 1979

State Board of Education EDU 43

Completion of Secondary Course

(a) Graduation requirement

(1) Each pupil shall have completed fifteen credits earned in the 10th, 11th, and 12th years in required and elective courses.

(2) Such credits shall always include:

(aa) Three credit courses in communication skills.

(bb) A minimum of two credit courses in the social studies field: one credit in Studies of America which will include American History, and one credit in twelfth grade social studies which will include social problems.

(cc) Nine additional credit courses from the approved curriculum of the local school district.

(dd) One-half credit in physical education and one-half credit in health education.

State Board of Education Rules EDU 42 Basis for Secondary School Credit

(a) Basic requirement

(1) The basis for a credit course in grades 10, 11, and 12 in all types of secondary schools shall be satisfactory completion of a course covering a minimum of 120 clock hours. Length of periods and frequency of meeting will be determined by the local district. Credit units may be divided into semister, trimester, or quarter units by offering courses covering 60, 40, or 30 clock hours respectively.

In addition to these rather straight-forward rules there are some additional procedures in rules which describe the conditions under which a local school may approve credits for graduation, i.e. summer school work, private tutoring, correspondence courses, and on a performance basis.

When school administrators, school staff, and school boards discuss the possibility of changing their local requirements, it is often important and interesting to consider what other schools are requiring. This study was undertaken in an attempt to give some answers to those questions. It should be remembered that this is not a definitive report because the local requirements are constantly under study by local school boards and subject to change. It is hoped that this study will be of use to the school staff and school boards seriously studying their own requirements with the intention of improving the educational preparation of their students.

APPENDIX B

Southwest and West Central

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Donna J. Ford
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November 19, 1979

MEMORANDUM

TO: Superintendents

FROM: Rachel Quenemoen,
Planning Research Assistant

SUBJECT: Research Concerns

Educational Planning Services has identified several area-wide research concerns as a result of the Area-Wide Plan, Fall Needs Assessment and the recent Senate Education Committee Hearing on the EPTF Area-Wide Plan. As the Educational Planning Task Force researcher assigned to investigate these concerns, I am asking for you cooperation so that we can develop our findings into products you can easily use in your planning activities.

Our first project is a course offering and class size study. This information was requested by Senator Jerome Hughes at the Senate Education Committee Hearing; we hope to have a data sampling of our districts for the House Education Committee hearing in Marshall on November 29, 1979. Some of the data we can get from Department of Education Statistics, but we will need some information from the schools. To make this data as easy for you to give us, we would like to suggest the following:

1. Send us a Master Course Schedule for grades 7-12 with the following information:

   a. Course offerings by grade and number of sections (indicate multi-grade courses)

   b. Number of students in each section

   c. Number of teachers in each section (including possible combinations in a team teaching approach)

   d. Number of aides in each section (certified, non-certified, "floating" aides)

   e. Length of course (year, ½ year; 2 days, 5 days; 1 period, 2 periods, etc.)

-27-

2. Many of you will already have this data on a Master Schedule. For those who do not, please send us the information in a form you find convenient.

We would like to have this information by December 10, 1979. Any missing data will be collected by telephone if possible. This information will be part of a paper, reviewing current literature on class size so that you may use current information in making and defending difficult course and class size decisions.

There is a large body of new educational research concerning many small -vs.- large school issue besides class size. During the last ten years, research methods have improved so that many recent reports are both accurate and practical in reflecting real world situations. Much of the recent small-large school literature is both understanding and supportive of small school problems and solutions. Over the next few months Educational Planning Services will be writing a series of papers reviewing current literature on a number of small-large school issues. Where it is appropriate, or requested, we will include area school statistics and cost analysis as part of our papers.

Currently, besides the class size study, we have underway a study analyzing the issue of local control. Several researchers have offered convincing evidence supporting what they call "primacy of local circumstance", that is, the necessity of local control and local adaptation of any program or mandate. Since the issue of local circumstance and control is so heavily emphasized in the Area-Wide EPTF Plan, we feel it will be very useful for area educators and legislators to have current research results on the topic in a useful form. (After January 1 we can upon request provide speakers on any of the small versus large school issues we analyze for PTA meetings, PER groups or other local organizations.)

Educational Planning Services hopes this research service will be of use to you as you must make and defend difficult decisions. We will continue to support you and to help you get the information you need and request to continue building good quality educational programs in Southwest and West Central Minnesota. Please feel free to call me with questions, comments and suggestions on our research program.

Thank you. Please remember to send the data requested for the Class Size Study by December 10, 1979

Marshall Office #(507)537-1481

RFQ:dkp

Southwest and West Central

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January 5, 1980

MEMORANDUM

TO: Superintendents

FROM: Rachel Quenemoen RQ
Planning Research Assistant

SUBJECT: Class Size Study

The EPTF Class Size Study is proceeding as planned. However, some school districts have not sent in their master class schedules, grades 7-12 with the following information.

a. Course offerings by grade and number of sections (indicate multi-grade courses)

b. Number of students in each section

c. Number of teacher in each section (including possible combinations in a team teaching approach)

d. Number of aides in each section (certified, noncertified; "floating" aides)

e. Length of course (year, ½ year; 2 days, 5 days; 1 period, 2 periods, etc.).

We hope to have all class sizes tabulated, returned to school for accuracy check and data prepared for computer analysis by Jan. 28, 1980. In order to meet that timeline, master course schedules must be in our office by Jan. 16, 1980.

Please send us the requested information as soon as possible. If the data is not in by January 16 we cannot guarantee it will be included in our Class Size Study. If you have any questions, please call me. Office # (507)537-1481.

Thank you very much.

RQ:dkp

APPENDIX C

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December 18, 1980

MEMORANDUM

TO: Superintendents

FROM: Rachel Quenemoen RQ
Planning Research Assistant

SUBJECT: Tally of Course Offerings and Class Size

Enclosed is a tally of course offerings and class size for your school district. Please check it for accuracy. The note on tabulating techniques will answer some of your questions, but since some unique judgments had to be made not all possible situations are covered on the tabulating guidelines.

It is not necessary for someone on your staff to make all tabulations to check on this; this data base should show general distribution and you can hopefully detect general errors by "eyeball" technique. If requested, I will re-tabulate with any new information you feel may change the data distribution. Also, make note at the bottom of the data sheet any unusual features of your school that may affect number weightings or distribution. Also note use of any shared courses or teachers or vocational cooperative membership.

Please return to me with additions, corrections and requests as soon as possible. Thank you.

Rachel Quenemoen
Planning Research Assistant
EPTF
Southwest State University
Marshall, MN 56258

RQ:dkp

Enclosure

COURSE OFFERINGS AND CLASS SIZE
General Rules

1. 2 Teachers/section Enter 1 section Student N/2
   (Only certified teachers (hired as such) are counted.)

2. A. Enter only classes with students registered
   B. Enter all semester courses noted with student number
   C. Make note of shared classes, alternate year classes, etc. if information is available

3. No weighting system is used for year vs. part-year courses. Since some schools offer quarter by quarter options to fill one year's requirements in, for example English, and others offer one standard year-long course that may cover similar materials, no direct comparison can be made between schools without further information.

4. Purpose of data is descriptive of current information and should not be used for projective analysis. It is recommended this analysis be part of an annual survey to provide current ongoing data.

5. Due to the multitude and complexity of variables that affect the collected data, local districts should be consulted before indepth analysis and interpretation of data is made.

Tabulating Guidelines

Course:	Assign to:
1. Family Living	Home Ec., unless listed as part of Social Science
2. Business Math	Math
3. Computer	Math (Except for key punch which is Business Ed.)
4. German I & German II (2 levels of course)	Listed as 2 course offerings
5. Model Store Dist. Education Work-Study Any Vocational Coop or AVTI	Vocational
6. Mechanics, Welding	Ag courses if taught as part of ag. sequence; otherwise vocational
7. TV Course Mass Communications Theatre Debate	Speech
8. Photography	Art
9. Driver Education	Not Tallied
10. Remedial Reading	Not Tallied

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January 15, 1980

MEMORANDUM

TO: Superintendent

FROM: Rachel Quenemoen
Planning Research Assistant

SUBJECT: Class Size Study

In reviewing the data we received from you for the class size study we find all the information we need except for exact class numbers.

The method we are using to tally class size depends on actual numbers, not averages. Please adapt the attached data to include exact class sizes rather then average and return to me as soon as possible.

Thank you very much.

dkp

Enclosure